



Mary MacKillop College  
Kensington



# School Compliance Report

# 2019

Mary MacKillop lived and worked at Kensington for many years and she opened the first school here in 1872. We are privileged to share with the Sisters of St Joseph the beautiful chapel in the grounds of the convent, which reflects the presence of this holy and inspirational woman. We believe this gives our school a very special and welcoming character.

## Mary MacKillop College School Performance Report 2019

The following school information is provided in accordance with the Commonwealth Government Accountability requirements under the Schools Assistance Act 2008. It relates to the 2019 school academic year.

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## 01 School Context Information

Mary MacKillop College is a Catholic secondary school for girls and provides a Catholic education in the Josephite tradition. Students come from across the metropolitan area and, in particular, the north eastern suburbs of Adelaide. Mary MacKillop College is a school that welcomes girls from other faith traditions and many cultural backgrounds.

The theme for the year was "We must teach more by example than by word". This theme was easily applied to everyday situations and was embraced warmly by staff and students. Considering some of the world events and the tweets from certain politicians, it was a very pertinent theme. Our students took to the theme with enthusiasm by decorating their homerooms and incorporating the words into liturgies and assemblies.

### College Strategic Plan 2019-2022

We began the year with our new College Strategic Plan, which builds on previous Strategic Plans. This framework will assist us in planning for the next four years.

#### **Our Mission**

To educate girls to be compassionate, knowledgeable and confident to take their place in the world.  
To empower girls to make a difference and to be of service to others.

#### **Our Vision**

To be distinguished by excellence in education, faith and leadership formation.

#### **Our Values**

##### **Courage**

We are ready to meet challenges and take risks in the service of others.

##### **Hope**

We respond to Jesus' promise to live life with meaning and purpose.

##### **Compassion**

We express compassion in our understanding, warmth and acceptance of each other.

##### **Justice**

We uphold what is fair and right, taking care of those who are vulnerable.

##### **Humility**

We nurture the truth and gifts in each person, sharing their delight in the beauty and wonder of the world around us.

There are five Strategic Goals in the plan:

1. Be faithful to and live out our Catholic and Josephite tradition
2. Provide a quality holistic education for our students
3. Nurture the wellbeing of our students and staff
4. Strengthen family and community relationships
5. Provide effective oversight of administration and resources.

Mary MacKillop College offers a broad and flexible curriculum, provides many opportunities for students to develop their leadership capabilities and utilises the services of TAFE SA and other RTOs to provide vocational courses for students who are interested in this pathway. The College is committed to providing the best possible environment for students to explore future tertiary study and succeed in the pathway that they have chosen.

No Capital Development projects were undertaken in 2019, however the Digital Hub was completed in readiness for the beginning of the 2019 school year.

No significant injuries or issues were reported under Work Health and Safety. The scheduled annual audits were conducted by staff in consultation with the Catholic Safety Health and Welfare SA. Reports of risks and hazards have been attended to promptly and a culture of personal responsibility to the safety and welfare of colleagues is well developed at the College. On-line professional learning is utilised by College staff to keep up to date with all aspects of Work Health and Safety and changes to relevant legislation.

College Overview	
SES	98
School type	Catholic Independent Single Sex Girls
Year range	7-12
Total enrolments	407
Indigenous enrolments	2
Students with disabilities	14
Location	Metropolitan

Student Enrolments	
Year 7	65
Year 8	52
Year 9	70
Year 10	91
Year 11	66
Year 12	63

### Student Attendance

Absences were recorded for illness, family and social reasons. The school has a number of processes in place to monitor student attendance and communicates with families when there is a noticeable concern. Attendance is taken at each lesson electronically using SEQTA, our Learning Management System. An automated SMS system alerts parents if their daughter is not at school and the school has no information regarding the absence. A further process alerts frequent absences, which are then investigated by key staff.

The Principal is responsible for supporting the regular attendance of students by ensuring that parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance, most importantly the impact on learning. All cases of unsatisfactory attendance, including part or full day absences, from school are investigated promptly and appropriate intervention strategies are implemented. Documented plans are developed to address the need of students whose attendance is identified as being of concern.

Year Level	Percentage Present
Year 7	94.48
Year 8	94.78
Year 9	90.08
Year 10	88.56
Year 11	90.44
Year 12	91.42
Whole School	91.60

## 02 Teacher Standards and Qualifications

At Mary MacKillop College, many staff members have more than one formal qualification. A number of staff are in the process of completing further qualifications and are encouraged to do so through the Study Incentive Program.

Teacher Qualifications	
Masters Degree	13%
Post Graduate Diploma	16%
Bachelor Degree	92%
Advance Diploma and Diploma	24%
Graduate Certificate	8%

## 03 Workforce Composition

Staff	
Teaching staff numbers	38
FTE teaching staff numbers	33.2
Non-teaching staff numbers	20
FTE non-teaching staff numbers	16.7

## 04 Senior Secondary Outcomes

All students gained their South Australian Certificate of Education.

The highest ATAR achieved was 99.5 by Carla Ceravolo, followed by Jacinta Fedele who gained 98.85.

- Mean ATAR score of 77.3 compared to 79.7 for 2018
- 8% (5) students achieved an ATAR of 95 or above (top 5% of the state)
- 22% (14) students achieved an ATAR of 90 or above (top 10% of the state)
- 40 % students achieved an ATAR of 80 or above (top 20% of the state)
- 60% students achieved an ATAR of 70 or above (top 30% of the state)

### Grades

- 43% of all grades were As
- 89 % of all grades were As or Bs
- 100 % of all grades were As, Bs or Cs.

Six Merits were achieved in the SACE and were awarded to:

- Carla Ceravolo – Chemistry & Religion Studies
- Giorgia Anastasi – Child Studies
- Jacinta Fedele – Religion Studies
- Fiona Puccini – Religion Studies
- Faith Taban – Essential English

## 05 Post School Destinations

The majority of our Year 12 cohort pursue a university post-school pathway with a number of students using the services of TAFE and/or entering into the workforce. A small number of students defer further study and take a gap year to travel and work. Our aim is that every student has an identified post-school pathway.

		% of Offers
Exercise/Sports Science	8	13
Medical	5	8
Nursing	4	7
Education/Teaching	12	19
Business/Commerce	9	14
Psychology/Social Work	5	8
Law	2	3
Arts/Media	2	3
Uni SA Foundation Studies	2	3
Engineering	1	2
Other Courses	2	3
TAFE / Employment	11	17
Total	63	100%

## 06 Student Outcomes

In 2019, Year 7 and Year 9 students participated in the National Assessment Program in Literacy and Numeracy (NAPLAN).

### Year 7

65 students participated in all four tests.

#### Numeracy

Overall: Mean Score 533, Average Proficiency Band Level 7, Above National Minimum Standard (NMS) achievement 94%

- 6.2 % Band 4 (BNMS – 4 students), 12.3% Band 5, 26.2% Band 6, 36.9% Band 7, 12.3% Band 8, 6.2% Band 9+

#### Literacy

Reading: Mean Score 545.8, Average Proficiency Band 7, 98 % of students above NMS.

- 1.5% Band 4 (BNMS – 1 student), 12.3% Band 5, 20% Band 6, 41.5% Band 7, 18.5% Band 8, 6.2% Band 9+

Writing: Mean Score 537, Average Proficiency Band 7, 98%, of students above NMS

- 1.5% in Band 4 (BNMS – 1 student), 15.4% Band 5, 24.6% Band 6, 41.5% Band 7, 9.2% Band 8, 7.7% Band 9+

Spelling: Mean Score 552, Average Proficiency Band 7, 100 % of students above NMS

- 9.2% in Band 5, 29.2% Band 6, 30.8% Band 7, 21.5% Band 8, 9.2% Band 9+

Punctuation & Grammar: Mean Score 558, Average Proficiency Band 7, 97% of students above NMS.

- 3.1% in Band 4 (BNMS – 2 students), 13.8% in Band 5, 20% Band 6, 27.7% Band 7, 16.9% Band 8, 18.5% Band 9

### Year 9

68 Year 9 students participated in Reading & Writing (97% participation), 66 in Spelling and Grammar and Punctuation (94% participation) and 65 in the Numeracy tests (93% participation).

#### Numeracy

Overall: Mean Score lower than 2018 (569.6 compared to 576.5), Average Proficiency Band same as 2018 (Band 7), NMS achievement 98%, less than 2018 (100%)

- 1.5 % Band 5 (BNMS – 1 student), 15.4% Band 6, 46.2% Band 7, 30.8% Band 8, 6.2% Band 9, 0% Band 10

#### Literacy

Reading: Mean Score lower than 2018 (584.5 compared to 588.4), Average proficiency same as 2018 (Band 8), NMS achievement 97 %, less than 2018 (98%)

- 2.9% in band 5 (Below NMS – 2 students), 8.8% Band 6, 33.8% Band 7, 42.6% Band 8, 10.3% Band 9, 1.5% Band 10

Writing: Mean Score higher than 2018 (581 compared to 574.7), Average proficiency band same (Band 7), NMS achievement 96 %, higher than 2018 (94)

- 4.4% in band 5 (Below NMS – 3 students in total), 13.2% Band 6, 29.4% Band 7, 36.8% Band 8, 13.2% Band 9, 2.9% Band 10

Spelling: Mean Score lower than 2018 (587 compared to 600.2), Average proficiency band same (Band 8), NMS achievement 97 %, lower than 2018 (98%)

- 3% in Band 5 (Below NMS – 2 students in total), 9.1% Band 6, 33.8% Band 7, 33.3% Band 8, 19.7% Band 9, 1.5% Band 10

Punctuation & Grammar: Mean Score lower than 2018 (570.1 compared to 587.5), Average Proficiency Band lower than 2018, Band 7 compared to Band 8, 94%, of students were above NMS which was the same as 2018

- 6.1% in Band 5 (Below National Minimum Standard – 4 students), 18.2% Band 6, 33.3% Band 7, 27.3% Band 8, 13.6% Band 9, 2.9 % Band 10



## 07 Parent, Student and Teacher Satisfaction with the College

In 2019 we surveyed staff, students and parents to gauge feedback on events such as camps and the overall school experience. As well as using the Survey Monkey platform for small in-house surveys we have used MYP Corporation for whole school surveys and groups such as Year 12 parents. We have been able to look at the results from previous years to monitor and review trends.

*"I like that the school is quite small, as this creates a more friendly and familiar learning environment. I appreciate that the school is multi-cultural and welcoming to students from all backgrounds."*

*"I loved that the teachers dedicated their time and efforts to helping me each year, especially in Year 12. I also loved the way the school interacted during sport and swimming carnivals."*

*"I really enjoyed my years at Mary MacKillop College, staff, teachers and students were all really supportive and helpful. The school set me up perfectly for further education and I really valued the leadership opportunities that arose for me in the final year."*

## 08 Staff Professional Learning

In 2019 Staff participated in a number of whole school staff professional learning events;

- Lead Learn – class surveys, observation and feedback.
- Sustaining the workplace – Bullying and Harassment Training
- Responding to Abuse and Neglect (On-line training).
- Child Protection Curriculum Training
- Disability Standards
- CESA On line Learning Modules

Individual staff availed themselves of a number of major conferences and professional learning events including;

- AJASS Conference (Sydney)
- Legal Conference (Melbourne)
- Korero (CasPa) Conference Adelaide
- AHISA (Association of Heads of Independent Schools Australia) Conference for Principals
- Subject Association and SACE Board Professional learning.

### Student Wellbeing

Our Pastoral Care Coordinators and College Counsellors, under the leadership of the Deputy Principal, continued to nurture and support our students in all facets of College life. In our work we deal with young people who sometimes stumble under the demands and complexity of today's world. Relationship problems, family concerns, coping with academic demands and just being an adolescent can sometimes be overwhelming.

### Rite Journey

The Rite Journey program formed the basis for the Year 9 Pastoral Care Program in 2019. Pastoral Care sessions were also supported through Rite Journey lesson delivered in the Religious Education curriculum. The focus of the Rite Journey program for students was one of transition, assisting the Year 9 students to move away from behaviours or characteristics that are common with younger students towards actions and thoughts of maturing individuals. The Year 9 Camp incorporated elements of the Rite Journey with a focus on taking part in risks and building resilience through activities such as mountain biking, high ropes and camping in tents. While quieter reflective activities provided students with the opportunity to offer gratitude and to identify steps they need to make as they leave childhood. The students engaged with all Rite Journey activities throughout the year in a positive manner. It was noted however, that the key messages of the Rite Journey and the goal of transition away from childhood were being delivered now too late at the Year 9 level. With this in

mind a review and proposal were undertaken suggesting the program be moved to Year 8. Students will now take part in the program throughout Year 8; this has been further supported with increased Pastoral Care lessons.

#### **CCROPS (Compassionate, Connected, Resilient, Optimistic, Persistent and Self Assured)**

Operating now as the 'Wellbeing Ambassadors' this student-led leadership group grew in numbers and strength throughout 2019. Pre-existing members designed an application, interview and appointment process to welcome new members. New members came from Years 7-10. This process was completely student driven.

The group also highlighted the need for an additional quality to be added. The Wellbeing Ambassadors felt that the quality of 'Compassion' needed to be the first quality MacKillop girls should be striving for in keeping with our Josephite history and Catholic faith.

#### **Staff Wellbeing**

As a predominately female staff much of the caring for children and elderly relatives falls in their laps. We are generous as a school in allowing our staff to access leave as required. Our staff are also supportive of one another when times are challenging. As adults, staff have a responsibility to be proactive regarding their own wellbeing, however in 2019, it was recognised that Term 1 was particularly long and contained many events. A student free day was included to take the pressure off for both staff and students at this busy time.

## **09 School Improvement**

With a new Strategic Plan in place, we were able to reflect on our achievements and move forward with confidence and hope. A revised Master Plan was proposed so that renovations and possible building projects could be explored. We continued our staff professional learning with a focus on coaching to improve our teaching practice.

## **10 School Income**

<b>Government</b>	\$4.81 million
<b>Fees</b>	\$2.87 million
<b>Other</b>	\$0.52 million

Mary MacKillop College welcomes students of all abilities, and its teachers and support staff strive to meet the individual needs of all students in an engaging and professional manner. The College community is very proud of the achievements of both staff and students in 2019 and look forward to continuing to work with the Sisters of St Joseph to provide an education for girls in the spirit of St Mary of the Cross MacKillop.



# Be a MacKillop girl...

A Catholic Secondary College  
for girls, educating in the spirit of  
St Mary of the Cross MacKillop

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